R E P O R T R E S U M E S

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TITLE I, MEETING THE CHALLENGE OF THE DISADVANTAGED CHILD, A REVIEW OF SELECTED PROJECTS IN THE STATE OF VERMONT, 1965-1966.

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DESCRIPTORS- *COMPENSATORY EDUCATION PROGRAMS, *DISADVANTAGED YOUTH, *FEDERAL PROGRAMS, *PROGRAM DESCRIPTIONS, PROGRAM EVALUATION, EDUCATIONAL NEEDS, PROGRAM COSTS, REMEDIAL PROGRAMS, BASIC SKILLS, VERMONT, ESEA TITLE 1

PRESENTED ARE DESCRIPTIONS OF 18 TYPICAL PROJECTS IN VERMONT WHICH WERE DEVELOPED WITH ELEMENTARY AND SECONDARY EDUCATION ACT TITLE I FUNDS. ARRANGED BY CITY OR TOWN, EACH BRIEF PROJECT RESUME PRESENTS A STATEMENT ABOUT THE NEED AND SUBSTANTIATION (BASELINE DATA), TITLE, PROJECT DESCRIPTION, PROPOSED EVALUATION METHODS, AND COST. OVERALL, THE GREATEST PRIORITY WAS GIVEN TO REMEDIATION IN BASIC SKILLS. (NH)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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TITLE I
MEETING THE CHALLENGE OF THE DISADVANTAGED CHILD

UD 005 696

A Review of Selected Projects
In
The State of Vermont
1965 - 1966

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INTRODUCTION

In reviewing the 155 projects submitted by local school districts and special educational agencies in Vermont in 1965-66 under Title I of the Elementary and Secondary Education Act, a few salient points stand out. Ranking highest in the priority list of educational needs for the disadvantaged child is remedial instruction in the basic skills of learning, particularly reading and the language arts. Parenthetically, the Department is keenly aware of the acute shortage of specially trained teachers in the field of remedial reading, and the problem which this imposes on the local school administration in staffing these reading programs with highly qualified personnel.

It is significant to note, also, that much attention has been given to the physical as well as the cultural needs of the educationally deprived child.

In addition to the large number of professional staff members which has been hired to reduce class size and to provide remedial instruction in skill subjects, a relatively new trend is the introduction of teacher-aides to relieve the classroom teacher of many routine duties.

In support of Title I projects, $202,622.00 has been spent in the State this year for audio-visual aids and equipment. This represents approximately 12% of our total allotment of Title I funds for Fiscal Year 1966. The immediate and long-range benefits to be derived from the use of these instructional aids in upgrading the quality of educational opportunity for Vermont youth is incalculable.

Cover design by Miss Jane Fishburne, summertime employee of the Title I staff

FOREWORD

Title I of the Elementary and Secondary Education Act affords the school people of Vermont, as well as educators throughout the United States, an opportunity to use their imagination and resourcefulness in developing projects and programs especially tailored to fit the needs of disadvantaged children in our schools.

In the planning and implementation of a project, we are fully aware of the added burden which it imposes on the local school administrator and his professional staff. We are deeply grateful, therefore, for the dedicated service which you have rendered under pressure of time and shortages of personnel in the development of project designs, and for the generally high quality of the new programs which you have initiated with the use of Title I funds.

In order that you may become a little more familiar with some of the kinds of projects that have been in operation throughout the State during this past year, we are enclosing brief resumes of a few selected projects.

These projects, selected by our staff, have not been singled out as "models", but rather as being typical of projects of varying sizes in terms of allotment and number of disadvantaged children to be served. We hope that these brief reviews may be somewhat helpful to you as you seek to improve the quality, the depth, and the scope of your projects designs for 1966-67.

August 1966

Richard A. Gibboney
State Commissioner
of Education
Montpelier, Vermont

BRATTLEBORO

NEED

An elementary program for one hundred educationally deprived students, in grades 1 through 8, to improve their achievement in reading and in the various subject areas requiring reading skills.

SUBSTANTIATION
(Base-line Data)

All children involved in the project show evidence of various difficulties with reading. Deficiencies exist in such skills as phonics, oral reading, silent reading, study skills, listening skills, and thinking skills. Pupils lack the ability to express themselves. All children in this group are at least one year retarded in reading.

TITLE

Impact on Reading

DESCRIPTION

Twenty teachers will be involved in the project. Consultants will include Reading Specialists from Boston University and Keene State College, together with a child psychologist, a speech therapist, and a psychiatric social worker.

Profiles from the Iowa Tests of Basic Skills and the Durrell Analysis of Reading Difficulty will serve as a basis for assignment of students to teachers in their groups of four. The operational format of the project will consist of three responsibility areas for each teacher - time with consultants, time with students (in two-hour blocks, totalling 40 hours during the five weeks) and time for research and development of teaching materials. As part of her work with students, each teacher will conduct parent-student-teacher conferences coordinated with home visits.

EVALUATION

Evaluation procedures will include an anecdotal journal kept daily by each teacher participant stressing two main areas of concern: (1) professional and instructional information gained; (2) pupil assessment, development and response. Also, a student's evaluation, where possible, will be elicited during the final week. Finally, teacher evaluation of participating students in terms of attitude and adjustment toward the learning situation during the succeeding school year will occur.

COST

$26,284.05

BURLINGTON

NEED

To provide target area children at the intermediate grade level with opportunities for educational, cultural, and experiential gains during the summer months far in excess of those available within the normal confines of their neighborhood school environment.

SUBSTANTIATION
(Base-line Data)

It has long been apparent that socially and culturally deprived children receive no discernible gain from their neighborhood schools during the summer months. Our increasingly transient society necessitates the exposure of future citizens to the concept of travel. The child's world of sensitivity and awareness of deeper human values needs to be broadened. Summer reading centers for recreational reading, browsing, and listening are essential. Opportunities for outdoor living where he may have time to investigate, to watch, to make things and to see them work, or "just plain think" should be a part of every child's experience.

TITLE

SOUL (Summer Opportunities Un-Limited)

DESCRIPTION

This summer program will attempt to utilize summertime opportunities which exist in the vast recreational areas surrounding Burlington. The four general areas include: Field Trip Experiences; Vicarious Experiences in the Humanities; Summer Reading Centers and an Outdoor Living Laboratory. The combined staff will be comprised of teachers, teacher-aides, a conservationist and other naturalists, plus volunteer personnel. Activities which are difficult to carry out in the regular school year but which bring lasting learnings to students include: water safety, personal hygiene, group living and on-the-spot conservation orientation.

EVALUATION

Evaluation of this type of project must of necessity be largely subjective in nature. Day-to-day records will be kept of teacher opinions as to observable changes in pupils' attitudes and behavior. Consistency in attendance will be noted. At the termination of the project a general statement as to its worthwhileness will be submitted to the administration.

COST

$18,920.00

CHITTENDEN CENTRAL

NEED

The need to improve the educational opportunities of the educationally deprived, the academically retarded, and others with specific learning difficulties.

SUBSTANTIATION
(Base-line Data)

This is an area of rapid growth because of expanding industries. Local and state support are inadequate to provide for children with special educational needs. Overcrowded classrooms and limited mental health facilities further compound the problem. Emotionally disturbed children soon become educationally deprived. In addition, there are pupils with low normal ability who cannot compete with their peers. Resultant feelings of inadequacy, often leading to over-aggressive behavior, present an added problem to the classroom teacher.

TITLE

A Four-Pronged Attack

DESCRIPTION

A school social worker will be employed to help with emotionally disturbed children. The services of a reading and language arts specialist will be employed to work with academically retarded and the educationally deprived. A school nurse will be employed to provide leadership in dealing with health problems. A classroom will be established for academically retarded children with mild emotional problems. This four-member team will thus test, diagnose, and make recommendations for children with problems and make a start toward meeting the pressing need for special facilities to deal effectively with these deprived children in a school situation.

EVALUATION

Accurate records will be kept of referrals and work accomplished through special agencies. Test results will be analyzed. Evidences will be noted of any improvement in personal cleanliness, dress, attitudes and behavior. Improvement will be expected in achievement test scores, and in a reduction of underachievers. Hopefully, there will be a constant growth toward individualization of instruction.

COST

$20,893.00

FAIRFIELD

NEED

An educational resource center to provide special services and an enriched program for economically and educationally deprived children who are now receiving only the basic minimums - all that the community feels it is able to afford.

SUBSTANTIATION
(Base-line Data)

School records indicate a high incidence of slow learners and many disabled readers. The curriculum offers a minimum program as there are only nine self-contained classrooms within the town school district. High school pupils are tuitioned to two high schools in neighboring towns. The dropout rate is high because parents must provide transportation and children are welcomed at home as "Farm Labor".

TITLE

A Rural Educational Resource Center

DESCRIPTION

An abandoned four-room school in the center of the town will be renovated to provide essential facilities for the program. Services to be offered include: remedial reading for approximately 25 children; special classes for slow learners (18% or approximately 50); visiting home service by a social worker-counsellor; instrumental music instruction for upwards of 25 children; a resource materials center and vocal music for all children to be served by the Center.

Hot lunches, eye examinations with corrective treatment, where needed, and dental attention where serious need exists, will be provided for the economically deprived.

EVALUATION

Evaluations will be made using appropriate standardized tests, teacher anecdotal records and the recommendations of the State Department. Hopefully, academic growth by the pupils involved will be evidenced by comparison of results of present and past test achievement batteries.

COST

$22,690.00

FLETCHER

NEED

Remedial instruction in basic subject areas.
An additional teacher to reduce class size.

SUBSTANTIATION
(Base-line Data)

Ninety-one students in grades 1-8 are now taught by three teachers. Under such circumstances, the needs of the culturally deprived, the emotionally disturbed and the slow learner are not being met, as is readily ascertained by scores on achievement and other standardized tests. More than one-fourth of the pupils enrolled fall within the category of the educationally disadvantaged.

TITLE

Elimination of Over-Crowded Classrooms in Fletcher Elementary School

DESCRIPTION

The addition of a fourth teacher in this building will afford better grouping in reading as well as more time for other basic instruction. The addition of modern instructional materials and equipment, together with additional books and reference materials will further enrich the program for the educationally disadvantaged. The stage in this new building which is already equipped with chalkboards, tackboards, shades and artificial lighting will be converted easily to a fourth classroom facility.

EVALUATION

Similiar methods of testing and observing will be used to evaluate this program as were used to determine the need. Where practical and in good taste, evaluative reviews will be reported to all interested persons.

COST

$4,493.00

ISLE LA MOTTE

NEED

In this small, island community, a two-room school serves the entire district. Due to lack of staff and adequate space, a much-needed diversified curriculum cannot be offered. Many children are performing below grade level. Much equipment as well as more space is needed to provide these children, all of whom are economically as well as educationally deprived, with a more effective program which will better prepare them to compete successfully with their peers now and in later life.

SUBSTANTIATION
(Base-line Data)

Effective group instruction is impossible because of the number of grades involved. There are no offerings in physical education or in guidance. Few children continue their education beyond high school. There is much parental dissatisfaction due to the multiple grade organization, as well as limited curricular offerings. No library facilities are available. Except for an occasional visit from the public health nurse, no provision is made for health services other than routine hearing and sight screening.

TITLE

Curriculum Enrichment

DESCRIPTION

This project is remedial in nature. An additional staff member will be hired to provide instruction for those children who are performing one or more grades below their appropriate level. A nurse will also be employed to improve health and attendance of of those children involved in the program.

COST

$4,493.00

MIDDLEBURY UNION HIGH SCHOOL DISTRICT

NEED

To provide the type of educational learning experiences most meaningful for the educationally deprived high school student, and to keep potential dropouts in school.

SUBSTANTIATION
(Base-line Data)

Twenty educationally deprived students in grades 9 through 12 have been identified by the Guidance Department in cooperation with the faculty as having special needs. They characteristically show low interest in academic work, have low achievement scores and are oftentimes behavior problems. Identification was made by use of Otis Intelligence Tests, S.R.A. - Students with Special Needs, S.T.E.P. Tests and evaluations as previously indicated.

TITLE

Improving Employability Potential of Deprived Pupils
of High School Age

DESCRIPTION

This project will employ a work-study supervisor, a part-time teacher-aide and a part-time basic skills teacher who will work with small groups of 5 or 6 educationally disadvantaged students who have special difficulties with basic elementary skills in the tool subjects.

The work-study program will provide an opportunity for these students to acquire a salable skill as well as to gain an insight into actual, on-the-job working conditions, and to gain an entry into the working world. Audio-visual equipment for a film-loop library will also be purchased.

EVALUATION

The success of this project will be evaluated through conferences with the students involved, plus the teachers, parents and employers of the students. A second form of the S.T.E.P. Test will be used at the conclusion of the program, together with a checklist of attitudes and skills to be developed by the supervisor of the project.

COST

$9,200.00

MIDDLETOWN SPRINGS

NEED

Children need to listen to music, to respond to music and to create music. At every grade level children need relaxation, enrichment, leisure time interests, and personal and emotional adjustment and growth. These educational needs can be provided and met through a good music program.

SUBSTANTIATION
(Base-line Data)

The children in this project (about 75 in number) come from a totally rural area and are culturally deprived in that they have never been exposed to the experiences which a good music program would provide.

TITLE

Fine Arts Curriculum

DESCRIPTION

Music instruction will be added to the curriculum of this rural elementary school. An instructor will be employed and the necessary instructional supplies and equipment will be purchased. The music program will provide experiences in three areas of activity: listening to music, moving to music, and making music.

A varied collection of appropriate recorded material will be purchased, together with a good record player. An opportunity will be provided, also, for children to play many different instruments including percussion and simple melody instruments as well as the auto harp. Music books either for single grade or two-grade combinations will be provided for the entire school.

EVALUATION

Notebooks will be kept by pupils in some grades. Bulletin boards, instrument charts, children's drawings, and individual and group performance will all lend themselves to weekly evaluation as to musical understandings and pupil growth. The teachers and the Music Supervisor, by the end of the year, either by means of testing or seeing children respond, will have a good idea as to the effectiveness of the program.

COST

$1,645.00

MONTPELIER

NEED

To help educationally deprived children who are experiencing reading difficulties.
To expand the guidance service at all levels, especially in the elementary grades.
To provide a free summer school program to benefit all children in need of extra help.

SUBSTANTIATION
(Base-line Data)

A listing of students experiencing reading difficulties reveals that there are approximately 10% who are at least 1½ years below grade level and in real need of help.

Many problems which arise in the upper grades could be more effectively handled at an earlier date. The educationally deprived child needs to be given a new meaning and purpose in education.

There is also need to assist much more than is now possible in the area of job-placement and follow-up.

TITLE

A Multi-Level Basic Improvement Program

DESCRIPTION

Major attention will be given to children in the lower grades where preventive and corrective work can be more easily accomplished. Areas to be developed include: (1) elementary guidance; (2) school-job coordination and on-the-job training; (3) home visitation service; (4) an expanded free summer school program; (5) expanded library hours, days open, and the provision of reading instruction for those in need.

A full-time guidance counsellor will be employed in grades K-7. Two additional full-time guidance counsellors will be added to develop the area of school-job coordination, on-the-job training, job placement and follow-up. These services in all respects will be available to public and private school students and to out-of-school youth.

EVALUATION

Evaluation of the effectiveness of the guidance program will be by both subjective and objective measurements.

Pre-tests and post-tests will be used to measure academic progress. Of equal importance will be subjective judgments of attitudinal improvement, and improved attendance records.

Changes will be looked for also in teaching techniques and attitudes.

Evaluation of expanded library services will be concerned with increased reading interest, book circulation, before and after, and by results of reading tests.

COST

$18,698.00

NEED

Improvement of the educational opportunities of children in three problem centers having a high incidence of educational and economic deprivation.

SUBSTANTIATION
(Base-line Data)

Evaluation of reading achievement in the seven public elementary schools indicates that children with lowest achievement in reading reside in three attendance areas. The results indicate that selected children from the primary grades in the above and in one other attendance area will benefit from a unique type of summer school program involving a new approach and new techniques.

It is the judgment of the staff and confirmed by the school nurses that approximately 60 children from indigent families are in need of a noon hot lunch.

Twenty educationally deprived children in grades 1 and 2 at the St. Peter's School have been identified as being in need of psychological services.

Fifty-five students in Grade 9 have been identified as being potential reading problems as sophomores.

Thirty children from economically deprived homes have been identified as having poor vision and being in need of corrective treatment.

Thirty-two resident children at the Havenwood School for the Mentally Retarded are deprived, due to space and personnel limitations, from having physical education.

The planning committee feels that all programs must be supplemented by in-service work by the entire staff.

TITLE

Improving Academic Motivation and Achievement

DESCRIPTION

This broad based program will provide personnel, training, equipment, materials and services to: (1) begin an innovative program with emphasis on reading and the arts, summer school instruction, health and social services at two schools; (2) remedial reading instruction in three schools; (3) develop a physical education program for the mentally retarded; (4) initiate a special reading

program at the high and one elementary school; and (5) provide dental and optical services for selected students.

EVALUATION

The director, a teaching-principal, will report regularly to the school administration concerning the project and will submit a detailed evaluation of it prior to September 1, 1966.

COST

$39,313.75

RUTLAND NORTHEAST

NEED

The need for more adequate library resources and personnel services throughout the entire area.

SUBSTANTIATION
(Base-line Data)

Students in the supervisory union are greatly deprived of library resources - books, reference materials, magazines, audio-visual aids and equipment. Presently only one elementary school has a centralized library. The relatively new union high school has only the minimum of library resources for 630 students.

TITLE

Mobile Library Service Unit

DESCRIPTION

A mobile unit, equipped to carry library and audio-visual materials, will make regular visits to all schools every two weeks. Teachers will have opportunities to consult with the librarian before each scheduled visit relative to materials or equipment needed. Storage areas for books and a work area for the driver-clerk will be available at the union high school building. Within each of the schools, provision will be made for a centralized library area. A card catalog of all materials available in the collection will be maintained in each building.

EVALUATION

A comprehensive evaluation of the program will be made in April of the first full year of operation, in which all teachers, students, parents, librarians and supervisory personnel will participate. Criteria will include: (1) comparison of book circulation with that of the previous year; (2) types of materials used most by teachers and students; (3) extent of participation by pre-school children; (4) teacher evaluations as to the effectiveness of their teaching based on the use of the wide range of audio-visual materials; (5) observable pupil growth in the ability to use library resources.

COST

$5,530.20

SOUTH BURLINGTON

NEED

To develop additional health services in depth.
To establish guidance consultants in the elementary schools.
To improve and expand the services of educational specialists to better serve the educationally disadvantaged.

SUBSTANTIATION
(Base-line Data)

Among the basic measurable and/or observable characteristics of the educationally deprived are low achievement in reading and arithmetic, lack of response to conventional classroom approaches, socially unacceptable behavior, indifference to responsibility, overageness, low aspiration level, high rate of failure and lack of understanding of the purposes of education.

TITLE

Pilot Study Program of Guidance Services

DESCRIPTION

This project will provide a variety of services not now available, including nursing, medical and psychological services, plus a five-week summer school program in an effort to more nearly meet the needs of the educationally and culturally deprived children.

EVALUATION

Base-line data to be used as a reference point for measurement as the program proceeds includes standardized tests of academic achievement and individual intelligence, case studies, attendance records, opportunity ratings of the "before and after" type as an evaluative technique and medical examinations.

An on-going evaluation will be made by the school nurse, and will involve conferences with counsellors, parents and educational specialists and consultants. "Before and after" records of visual and audio examinations will be analyzed.

There will also be a subjective evaluation of the projects by students and parents directly concerned.

COST

$13,479.00

WALDEN

NEED

To reduce the number of daily preparations in one-teacher schools, and to provide greater competitive stimulation for students at each grade level.

SUBSTANTIATION
(Base-line Data)

Four one-teacher, eight-grade schools have enrollments ranging from 16 to 25 students. Daily preparations for each teacher approximate forty. Little time is available for individual help. In many instances there is only one child in a grade, affording little pupil stimulation or competition. Teacher-time is spread too thin to enable her to perform at her maximum potential. Neither music nor art instruction is now being offered.

TITLE

Combining Grades in a Rural Area

DESCRIPTION

Pupils will be transported throughout the town so that each school will house two grades rather than eight. A bus will be purchased to provide for intra-school transportation and field trips. A reading survey will be made to better direct teacher planning and effort. Another teacher will be employed to assist with remedial reading in the three upper rooms. A part-time music teacher will be employed, and also one in art, if available. A physical education program in a neighboring high school gymnasium will be offered if suitable arrangements can be made.

EVALUATION

Student growth will be measured by comparison of Stanford Achievement Test results. Pupil reactions to the program, together with observable changes in their attitude and interest will also be somewhat indicative of the degree of the project's success. Anecdotal records and periodic meetings of teachers to discuss pupil individualities will be further means of evaluation.

COST

$9,700.00

WASHINGTON NORTHEAST

NEED

More individual help for the educationally deprived.
Pre-school programs.
Enrichment of curricular materials.
Mechanical aids to strengthen the program.
Developmental reading in upper grades and high schools.
Programs for the very slow learner.

SUBSTANTIATION
(Base-line Data)

Overcrowding in most towns makes individual help impossible. Due to the rural environment, incoming first grades have had few readiness experiences. Little in the line of curriculum enrichment materials is now available. Mechanical aids, school materials centers and/or town libraries are practically non-existant. Children with superior ability from educationally deprived homes have little to meet their particular needs. Pupils in upper grades and high school with reading disabilities need assistance to successfully complete their formal education. Slow learners from a deprived background are at present merely members of the class and receive little extra attention.

TITLE

Cooperative Operation - A Multiple Approach

DESCRIPTION

In one area a privately operated pre-school program will be enriched and extended. A full-time, remedial teacher will be added and a materials center developed.

In a second district, a remedial teacher will be hired to work in two schools.

In a third, a full-time librarian will be employed, a materials and audio-visual center developed, and a kindergarten and two full-time remedial teachers added to the regular staff.

A fourth community will add a full-time remedial reading teacher and a developmental reading teacher who will act as part-time librarian for the high school.

In the fifth local district, the pattern is similar with a summer program being carried on, staffed primarily by volunteer help.

EVALUATION

Growth in the primary grades will be measured by achievement tests. Teacher judgment on pupil growth will evaluate the pre-school program.

The worthwhileness of the materials center program will be judged by the degree of student participation, by retesting of upper grade pupils, and by subjective teacher evaluation.

Supervisory reports of the total project by the elementary and high school principals, the district curriculum specialist and the superintendent will be utilized in the overall evaluation.

COST

$32,170.00

WINDSOR

NEED

To assist children in grades 7 through 10 who are, or may be, the potential high school dropout, and to give them a sense of individual worth and academic success.

SUBSTANTIATION
(Base-line Data)

Through a careful process of screening, approximately 20 educationally deprived children in grades 7 through 10 have been found to need more individualized instruction, and general improvement and fortification in all language arts skills. These deficiencies have been fully substantiated by Stanford Achievement Test results in 1964-65, backed up by teachers' anecdotal records and general low academic achievement throughout their school careers.

TITLE

Operation Catch-Up

DESCRIPTION

Starting in February a select group of five Dartmouth College upper-classmen, each with prior tutorial or counselling experience, will begin a one-week, ten-hour program of in-service education at Windsor High School to receive instruction in the use of testing material, to gain familiarity with and use of instructional media, and to learn instructional techniques.

Each of the 20 pupils is scheduled to work one period a day, five days a week with his tutor. The tutorial program will put particular emphasis on the Improvement of Language Arts Skills. This instruction will take place within the framework of the regular school day.

EVALUATION

A variety of test materials will be used for diagnosis and achievement including Durrell and Sullivan Capacity and Achievement Test, Doren Test in Reading Skills, Morrison-McCall Spelling Scale, Gates Reading Survey and Iowa Silent Reading Test.

Further evaluations will be done by direct observation of pupil actions and attitudes, and of their individual desire for achievement and progress in the academic situation.

COST

$2,879.00

NEED

To fulfill a need for knowledge of and skills in basic art, and to develop art appreciation.

SUBSTANTIATION
(Base-line Data)

Children are completing their first year in a new central school, having previously attended one-teacher rural schools. No attention, heretofore, has been given to art work in the classroom or to art appreciation. This great dearth of knowledge or skills in basic art needs to be corrected prior to the time these students enter high school.

TITLE

Introduction of Basic Art

DESCRIPTION

A part-time teacher will be employed two days each week for instruction in art and the scope it embraces from grades 1 through 7. This includes a background of art terms, design and etching which can be correlated with units in Social Studies and English. Different periods of the artists and some of their works will be studied.

Field trips to art museums in the central Vermont area will also be a feature of the project.

EVALUATION

There will be an exhibit of children's art work prior to the close of school to which parents and friends of the school will be invited. It is anticipated that a pre-test and post-test evaluation will be made by an art specialist from a nearby State Teachers College.

COST

$1,487.50

VERMONT STATE HOSPITAL
(A Special Education Agency)

NEED

To develop and improve the ability of students to function in a community outside the hospital.
To better their knowledge of Nature.
To experience living in an outdoor environment.

SUBSTANTIATION
(Base-line Data)

Children at this facility normally spend their entire year within the confines of the hospital. They have little, if any knowledge of the world outside and, in fact, experience difficulty in walking on an uneven terrain. None of the children have previously had camping experience.

TITLE

Summer School Camp

DESCRIPTION

A camp will be operated for a period of ten weeks, six of which will be an extension of the regular hospital summer school, the remaining four to be an informal camp session incorporating other patients not enrolled in the summer school program.

The staff will consist of four full-time people. In addition, regular hospital personnel will spend some time each day at the camp.

The camp site will be on the so-called "O'Brien Farm", a section of the State Hospital Farm which is easily accessible by car.

EVALUATION

There will be subjective evaluation only by hospital staff personnel as to the apparent growth in each child's ability to adjust to outdoor living, to appreciate plant and animal life in a natural setting, and in general attitudinal changes toward formal education.

COST

$3,600.00

JOSEPHINE B. BAIRD CHILDREN'S CENTER, INC.
(A Special Education Agency)

NEED

The extension of classroom, tutorial, and remedial instruction from 10 to 12 months.

SUBSTANTIATION
(Base-line Data)

The present school program now operates on a ten months' schedule. Establishment of a twelve month special education program will help to accelerate academic movement and should tend to decrease the time that children must remain in the Center.

TITLE

Summer School Program

DESCRIPTION

The Center's residential care and treatment program functions on a twelve month basis. All twenty-eight seriously emotionally disturbed children, (18 from Vermont, 8 from Massachusetts, 1 from Rhode Island, and 1 from Ohio) will participate. In connection with the special summer program, a film strip projector and screen, a tape recorder, programmed material and equipment and books for the school library will be purchased to fill an unmet need of these handicapped children.

EVALUATION

Pre-tests and post-tests will be used to determine pupil growth academically.

COST

$3,819.00